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ABSTRACT

This Career Education Model graphically describes and identifies six major components useful in planning, organizing, and implementing career education programs: (1) career planning and preparation, emphasizing decision making, (2) community input, (3) curriculum development by means of total staff involvement, (4) job placement, (5) self-ccncept, and (6) world of work, providing occupational awareness experiences. These developmental concepts, useful frcm pre-school through adult educational levels, include a sampling of integrated project activities, listed with their chief component. District-wide commitment and responsible leadership are necessary to implement any career education model. (AG)

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Career Education Model

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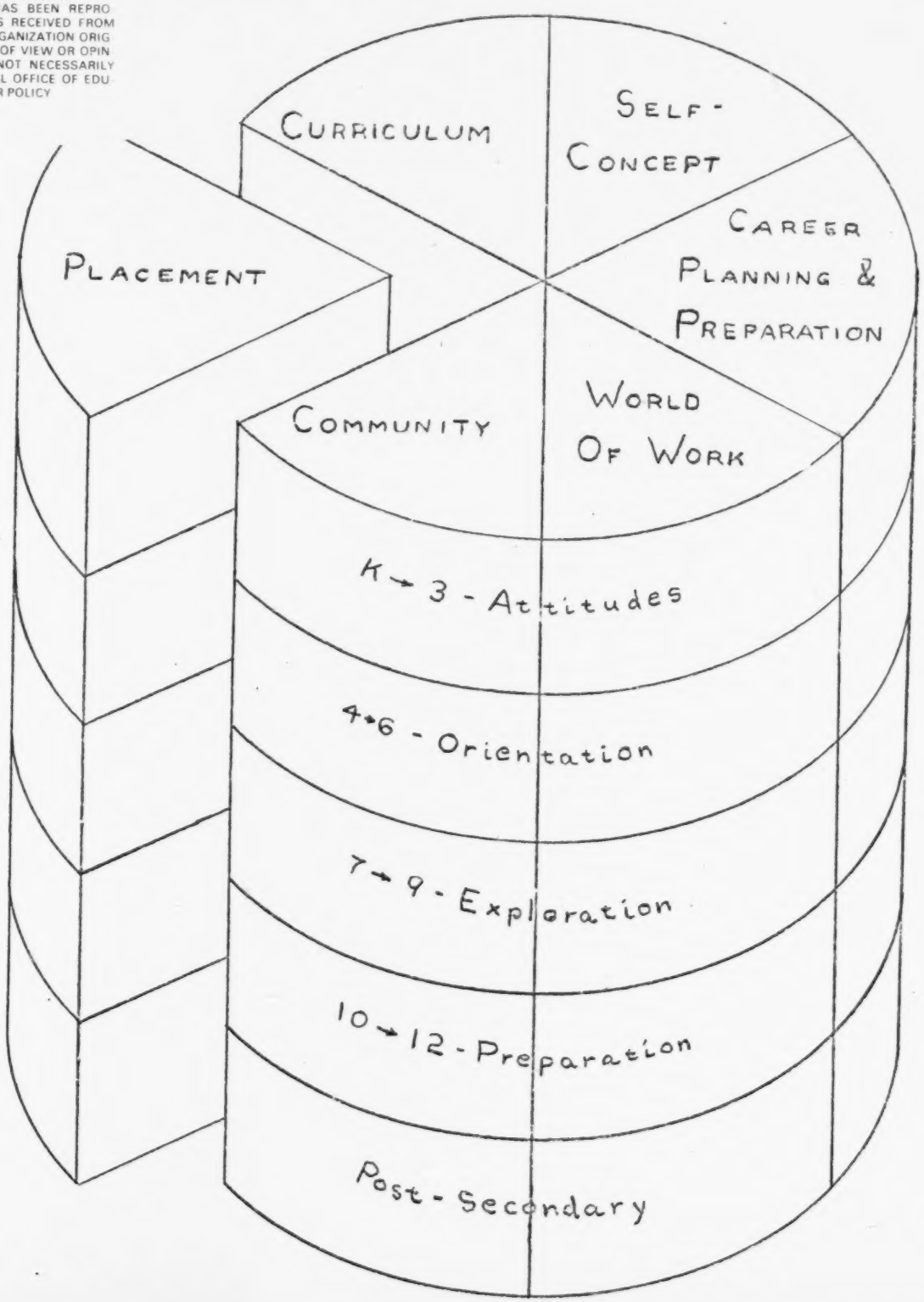

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INTRODUCTION

The Career Education Model is presented as a graphic description of Career Education. For effective implementation, the component parts of the model require input by parents, teachers, counselors, administrators, school boards, business, industry, government and the church.

This Career Education Model identifies six major components that can be used to plan and organize for the implementing of Career Education. Most concepts and activities crucial to establishing Career Education are not only developmental, pre-school through adult, but are infused through all six of these components.

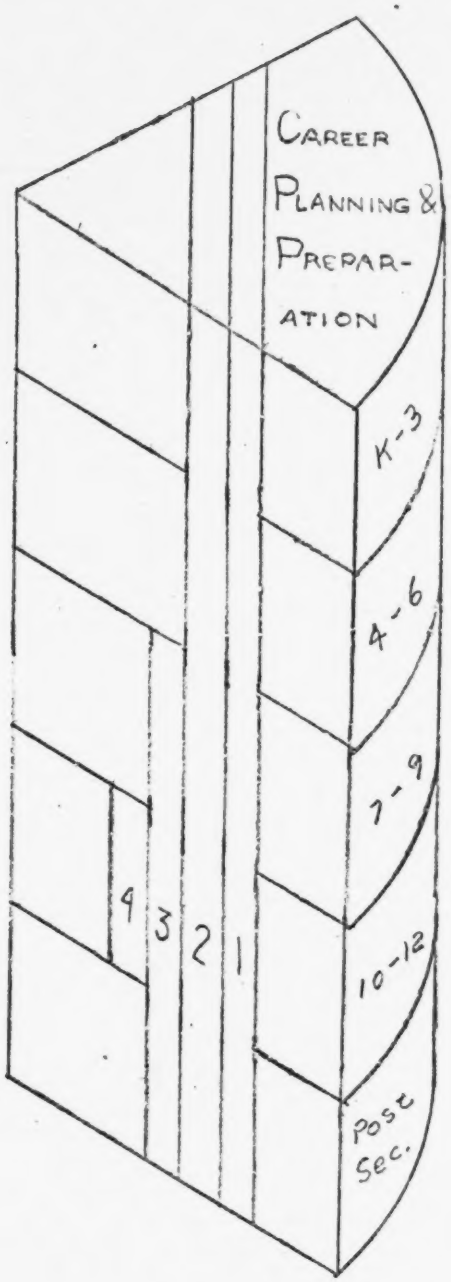
These six components are presented to show the vast scope and sequence of some of the activities necessary to implement Career Education. The project activities identified are usually very important to all six components, but we have listed them with only the most important component.

Implementation of any Career Education Model will require district-wide commitment to the Career development philosophy. Full-time leadership and responsibility must be provided by dedicated professionals in order to implement Career Education components.

CAREER PLANNING & PREPARATION

Career Planning & Preparation is a continuous decision making process from infant fantasy into reality. For freedom of choice, the individual must have continuous relevant information about himself, the world of work and educational opportunities. This decision making process identifies appropriate preparation for his chosen Career.

PROJECT ACTIVITIES



K-14

1. Implement Career Education Curriculum Guide.
2. Provide information to students about themselves and the world of work.

7-14

3. Provide WISC, post-secondary and other training opportunities information.

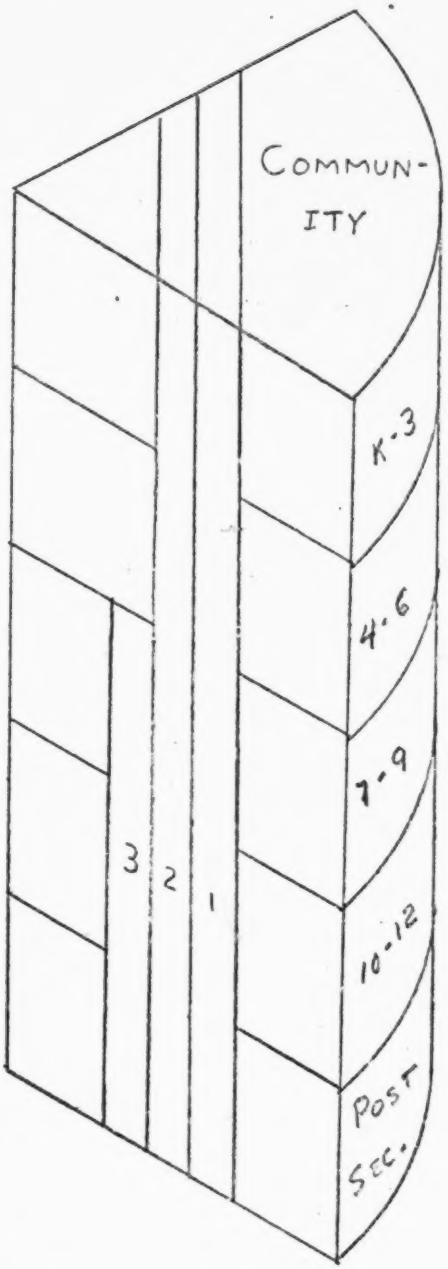
10-12

4. Provide job entry level skill training.

COMMUNITY

The Community component in Career Education provides an opportunity for input into the educational system. Parents, government, business, industry and the church have important contributions to make in establishing continuous relevancy in education.

PROJECT ACTIVITIES



K-14

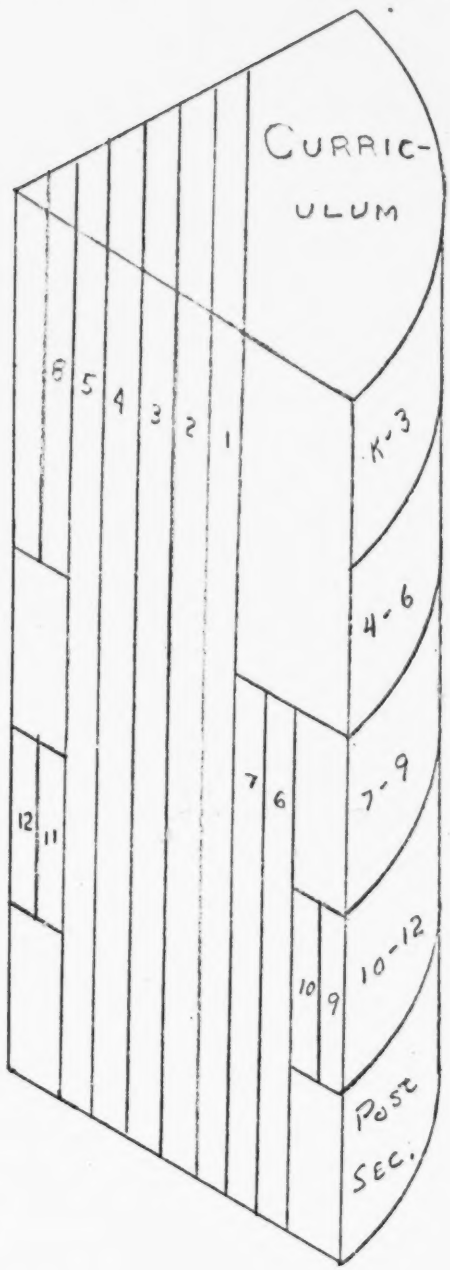
1. Establish counselor contact with business, industry, government and the church.
2. Establish teacher contact with parents. (P.T.A., etc.)

7-14

3. Establish meetings between county personnel associations, counselors and Wisconsin State Employment Service.

CURRICULUM

The Curriculum involves all teachers and all school personnel in the implementation of Career development concepts and appropriate skill training for all students. A Career Education Curriculum reaches out into the community to obtain information in order to meet the needs of all students.



PROJECT ACTIVITIES

K-14

1. Conduct in-service training.
2. Develop a Career Education Curriculum Guide.
3. Establish a steering committee for each school.
4. Develop Career Education role definitions for all school personnel.
5. Select curriculum articulation committee participants.

7-14

6. Participate in conducting an area manpower survey.
7. Establish G.A.T.B.-O.V.I.S. testing program.

K-6

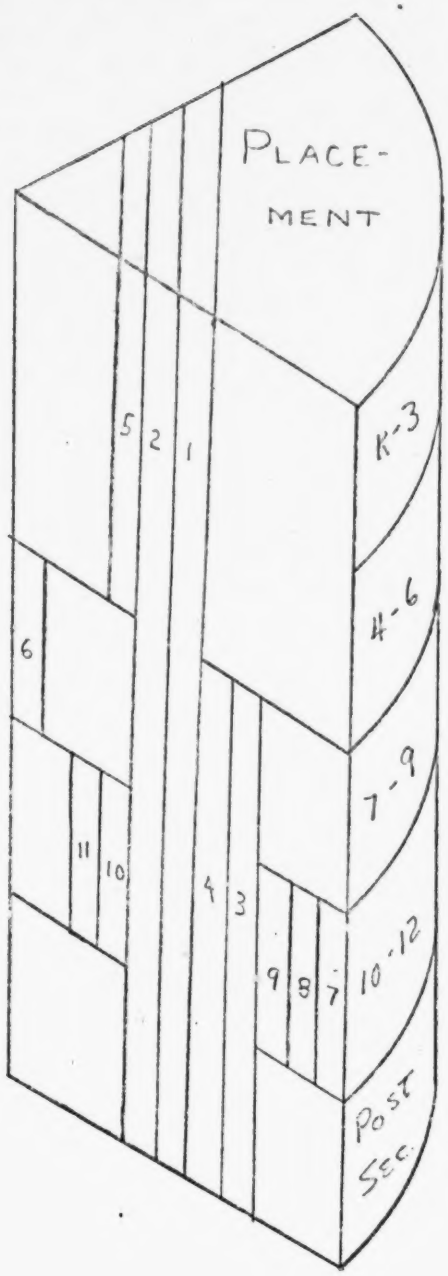
8. Establish "hands-on" experience program.

10-12

9. Select top level management committees.
10. Secure a joint mission statement from secondary and post-secondary schools.
11. Develop a plan for faculty and facility sharing between secondary and post-secondary schools.
12. Conduct a follow-up study of high school graduates.

PLACEMENT

Placement is a continuous process throughout an individuals educational experience. It is a vehicle that allows each individual to reach his maximum potential by providing him with knowledge of himself, educational and Career opportunities.



PROJECT ACTIVITIES

K-14

1. Develop Placement Centers.
2. Create student awareness of W.S.E.S.

7-14

3. Develop a placement system for students of full- and part-time jobs.
4. Establish G.A.T.B.-O.V.I.S. testing program.

K-6

5. Develop a placement system for students into jobs within the school setting.

7-9

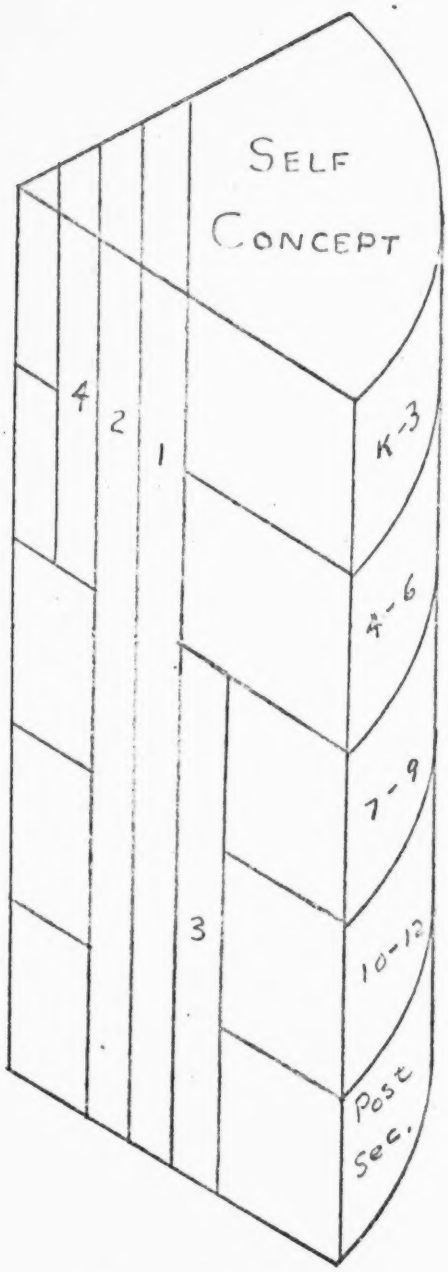
6. Identify students for a work experience program.

10-12

7. Identify students for job skill training program.
8. Identify students that may wish to be slotted into existing programs at Lakeshore Technical Institute.
9. Promote advanced placement at Lakeshore Technical Institute.
10. Conduct a follow-up study of high school graduates.
11. Establish a "Job Opportunity Day" for all high school seniors.

SELF-CONCEPT

The Self-Concept component involves a persons understanding of his abilities, interests and attitudes. Continuous development of a positive self-image is essential for the individual to develop a mature Career identity.



PROJECT ACTIVITIES

K-14

1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.

7-14

3. Establish G.A.T.B.-O.V.I.S. testing program.

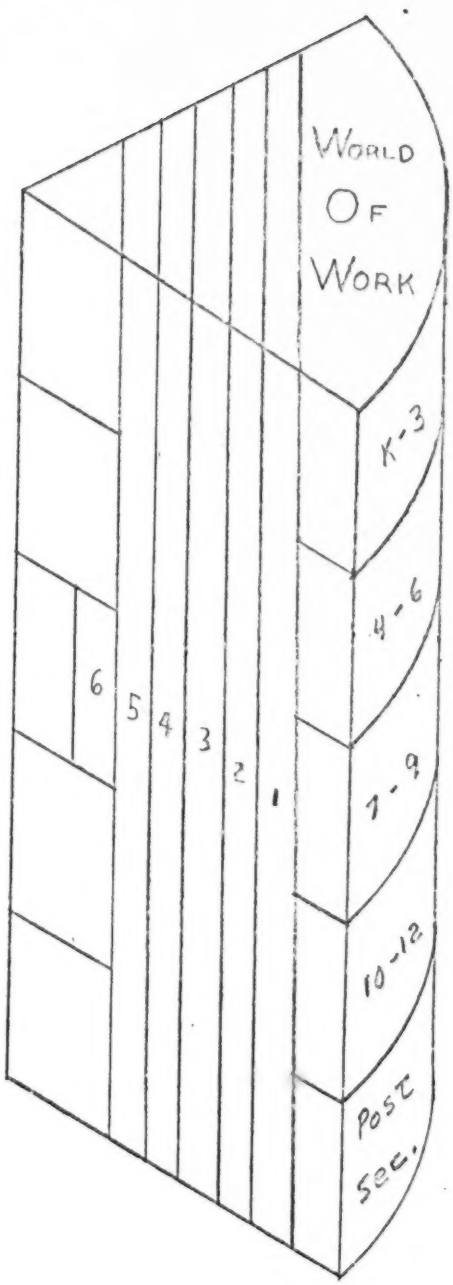
K-6

4. Develop "Jobs In-School" program.

WORLD OF WORK

The World of Work component identifies information and experiences needed by the individual to understand Career opportunities.

PROJECT ACTIVITIES



K-14

1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.
3. Develop a "Workers On-Call" program.
4. Promote part-time jobs for educators in Business and Industry.
5. Develop a field trip program.

7-9

6. Establish work experience program.